

## Guiding Principles For AoA's 2020/21 Instructional Plan

The following guiding principles are designed to provide instructional leaders key factors that they should consider as they develop and implement the 2020/21 Instructional plan for both the elementary and middle schools.

Guiding Principles	Looks Like in Practice Next Year (Possibly)	Questions/Comments
Provide a safe and healthy learning environment for our students and staff	<ul style="list-style-type: none"> <li>● Students grouped in bubbles move together throughout the day to to minimize contact with others</li> <li>● Establish protocols for safe distancing, masks, temperature checks and other safe behaviors based on CDC, state and county guidelines</li> <li>● Implement a safe facilities plan that includes sanitizers containers in each classroom, office and around the campus, a custodial plan that allow frequent cleaning throughout the day and deeper cleaning each night and on weekends.</li> </ul>	<p><b>Campus</b> entry point(s)? <b>Rainy</b> days?  <b>Temperature</b> screening?  <b>Physical</b> surface safety? <b>PE</b>?  <b>Bathroom</b> &amp; lunch protocols?  <b>Arrangement</b> of desks / minimum separation? <b>Travel</b> between classes?  <b>Hand</b> washing &amp; sanitizing stations?  <b>Parents</b> on campus? <b>Hygiene</b> instruction?  <b>Transportation</b> to/from school  <b>Face masks</b>?</p>
Maintain AoA's commitment to its core values, mission, and envisioned future	<ul style="list-style-type: none"> <li>● Ensure all students have access to necessary tools and support (address potential barriers such as technology, language, etc) <ul style="list-style-type: none"> <li>○ Provide chromebooks and hotspots</li> </ul> </li> <li>● Designate point people to follow up with students experiencing barriers</li> <li>●</li> </ul>	<p><b>How</b> many students need technological assistance?  <b>What</b> support can we offer to non tech savvy families? <b>Do</b> students have/need Chromebook protective backpacks?  <b>What</b> other types of support do students need (e.g., safe space to work, adult supervision, etc.)?  <i>**In retrospect this should be pulled out as the guiding principles should lead us closer to our mission and envisioned future</i></p>
Offer a challenging and engaging academic program for ALL students	<ul style="list-style-type: none"> <li>● Continue to differentiate and offer stretch opportunities for students</li> <li>● Embed deep learning principles into onsite and distance learning lessons and units</li> </ul>	<p><b>How</b> &amp; to what extent will we blend on campus and synchronous and/or asynchronous distance learning? <b>How</b> will we respond to apparent lack of</p>

	<ul style="list-style-type: none"> <li>● Offer weekly opportunities for joy, play, and community building, recognizing the importance of social-emotional health as a foundation of academic progress</li> </ul>	<p>engagement on campus and/or online?  <b>What</b> additional support (content and/or instructional time) will be offered to students below grade level as well as those who have digressed/fallen behind?</p>
<p>Provide multiple pathways to success based on students developmental and academic needs</p>	<ul style="list-style-type: none"> <li>● Provide a differentiated schedule (more days on campus) for targeted (prioritized) students/student groups <ul style="list-style-type: none"> <li>○ K-2nd grade students are on campus 4 to 5 days a week</li> <li>○ Target students high needs including those with IEPs, student who were unsuccessful with distance learning in the Spring, etc</li> </ul> </li> </ul>	<p><b>Can</b> online classes be broadcast from classrooms with higher needs students in attendance?  <b>What</b> input will parents/students have?</p>
<p>Provide additional time for staff collaboration and planning time to ensure we are meeting student outcomes</p>	<ul style="list-style-type: none"> <li>● Instruction schedule includes weekly collaboration time for the following teams: Grade level,</li> <li>● Adjust calendar so that there is a break after each trimester for staff to adjust schedules for students who move between the two main instructional platforms (Also an opportunity to provide extra instruction for targeted students)</li> <li>● department, Special Education/General Education, COST</li> </ul>	<p><b>When</b> &amp; how &amp; and for what are students assessed? <b>How</b> will teachers use that data? <b>AUSD</b> calendar adjustments? <b>Instead</b> of end-of-trimester catchup time, what about end-of-day catch up time? <b>How</b> is staff morale in the “new reality”?</p>
<p>Focus on continual improvement by adapting our program to respond to feedback and the evolving information from state and federal authorities</p>	<ul style="list-style-type: none"> <li>● Implement a more frequent distance and on-site formative assessment plan that allows teachers to adjust instruction in real-time to meet all students’ academic growth needs.</li> <li>● Be able to migrate swiftly and effectively from blended and onsite-learning (for prioritized students) to a distance learning only platform in case of school closures throughout the year.</li> </ul>	<p><b>What</b> is happening in other countries &amp; other states that have reopened schools? <b>Have</b> they already established blueprints for the new realities?  <b>What</b> is happening in the district schools and other Alameda charters?  <b>How</b> to balance safety, equity and enrollment challenges?</p>
		<p><b>Afterschool</b> program? <b>Non-academic</b> electives?</p>

		<b>Sports?</b>
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